

Attachment A
Student Survey

Student Survey

Instructions

Please answer some questions about your school and things that happen at your school. All the answers you give to these questions will be confidential. This means we will not tell your parents, your teachers, your school, or anyone else you know about what you tell us. We will not ask you to put your name on the answer sheet.

You do not have to answer these questions and you can stop answering the questions any time you want. If you don't understand a question, please raise your hand.

Use the separate answer sheet to mark your responses. Mark only one response per question unless a question tells you to do otherwise. To change an answer, please erase it completely. When you are done, follow the instructions of the person giving you the survey.

Thank you for answering these questions. DO NOT write your name anywhere on the survey or answer sheet.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average XX minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Institute of Education Sciences, National Center for Educational Evaluation, U.S. Department of Education, 555 New Jersey Avenue, Room 500-i, Washington, D.C. 20208.

Part A. Your Background

These first questions ask some background information about you.

1. Are you a...
 - a. Boy?
 - or
 - b. Girl?
2. Are you Hispanic or Latino?
 - a. No
 - b. Yes
3. What is your race? (Choose one or more.)
 - a. American Indian or Alaska Native
 - b. Asian
 - c. Black or African American
 - d. Native Hawaiian or other Pacific Islander
 - e. White
4. When is your birthday?

Fill in the bubbles for the numbers that match your birthday, using 2 bubbles for month, 2 bubbles for day, and 2 bubbles for year. For example, for June 11, 1994 fill in:

Month: 06 Day: 11 Year: 94

- a. Month:
 - b. Day:
 - c. Year:
5. Which of these people do you live with most of the time? (Choose all that apply.)
 - a. Mother
 - b. Stepmother
 - c. Foster mother, female guardian
 - d. Father
 - e. Stepfather
 - f. Foster father, male guardian
 - g. Sisters
 - h. Brothers
 - i. Children other than brothers or sisters
 - j. Grandparents
 - k. Other adults

Part B. Your School

The following statements could describe a school. Think about your school over the PAST 30 DAYS when answering the next few questions.

	Strongly agree ▼	Agree ▼	Disagree ▼	Strongly disagree ▼
6. Everyone knows what the school rules are	a	b	c	d
7. The school rules are strictly enforced	a	b	c	d
8. If a school rule is broken, students know what kind of consequence will follow	a	b	c	d
9. The punishment for breaking school rules is the same no matter who you are	a	b	c	d
10. Students are complimented or rewarded when they follow the rules	a	b	c	d
11. The rewards for following the rules are the same no matter who you are	a	b	c	d
12. We get taught at school about getting along with others and about respecting them.....	a	b	c	d
13. We get taught at school about avoiding and dealing with violent situations	a	b	c	d
14. Teachers or other adults at my school try to prevent or stop bullying.....	a	b	c	d
15. Teachers treat students with respect.....	a	b	c	d

Part C. Getting Along with People at Your School

The next questions are about things other students from your school may have done to you in the PAST 30 DAYS.

In the PAST 30 DAYS, how many times did ANOTHER STUDENT FROM YOUR SCHOOL:	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
16. Say or do something nice to you	a	b	c	d
17. Say "thanks" or "you're welcome" to you	a	b	c	d
18. Say or do something that made you feel good	a	b	c	d
19. Invite you to participate in a game, group conversation, or a class activity	a	b	c	d
20. Say a compliment (praise, kind word) to you	a	b	c	d
21. Offer to help you	a	b	c	d
22. Share something with you	a	b	c	d
23. Act friendly with you	a	b	c	d
24. Show interest in your ideas or activities	a	b	c	d

In the PAST 30 DAYS, how often did ANOTHER STUDENT FROM YOUR SCHOOL:	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
25. Threaten to hit, push, slap, or shove you	a	b	c	d
26. Actually hit, push, slap, or shove you	a	b	c	d
27. Threaten you (but not actually injure you) with a weapon such as a gun, knife, or club	a	b	c	d
28. Actually injure you with a weapon such as a gun, knife, or club	a	b	c	d
29. Yell at you when they were angry	a	b	c	d
30. Throw something at you to hurt you	a	b	c	d
31. Pick a fight with you	a	b	c	d
32. Take, damage, or destroy on purpose something that belonged to you	a	b	c	d
33. Try to force you do something that you didn't want to do	a	b	c	d
34. Leave you out from a group or activity on purpose	a	b	c	d
35. Tell lies, spread rumors, or say mean things about you to other students	a	b	c	d
36. Call you an insulting name or word	a	b	c	d
37. Make fun of you in front of other people just to be mean	a	b	c	d

The next questions ask about your behaviors in the PAST 30 DAYS.

In the PAST 30 DAYS, how many times did YOU:	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
38. Say or do something nice to a kid from your school	a	b	c	d
39. Say "thanks" or "you're welcome" to a kid from your school	a	b	c	d
40. Say or do something that made a kid from your school feel good.....	a	b	c	d
41. Invite a kid from your school to participate in a game, group conversation, or activity	a	b	c	d
42. Compliment (praise, say a kind word) a kid from your school.....	a	b	c	d
43. Offer to help a kid from your school.....	a	b	c	d
44. Share something with a kid from your school	a	b	c	d
45. Act friendly with a kid from your school	a	b	c	d
46. Show interest in the ideas or activities of a kid from your school	a	b	c	d

In the PAST 30 DAYS, how many times did YOU:	Did not have the opportunity ▼	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
47. Stop someone from getting in a fight.	a	b	c	d	e
48. Protect someone from a "bully"	a	b	c	d	e

In the PAST 30 DAYS, how often did YOU do each of these things at school:	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
49. Threaten to hit, push, slap, or shove another student.....	a	b	c	d
50. Actually hit, slap, shove, or push another student	a	b	c	d
51. Bring a weapon such as a gun, knife, or club to school	a	b	c	d
52. Threaten (but not actually injure) another student with a weapon such as a knife, gun, or club.....	a	b	c	d
53. Actually injure another student with a weapon such as a knife, gun, or club	a	b	c	d
54. Get angry and yell at another student.....	a	b	c	d
55. Throw something at another student to hurt them	a	b	c	d
56. Pick a fight with another student.....	a	b	c	d
57. Take, damage, or destroy on purpose something that belonged to another student	a	b	c	d
58. Try to force another student to do something they didn't want to do.....	a	b	c	d
59. Leave out another student on purpose from your group or activity	a	b	c	d
60. Tell lies, spread rumors, or say mean things about someone	a	b	c	d
61. Call another student an insulting name or word	a	b	c	d
62. Make fun of another student in front of him or her just to be mean.....	a	b	c	d

The next questions ask about how safe you feel at school.

	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
63. How often are you afraid that another student from your school will attack or harm you?	a	b	c	d
64. How often are you afraid that someone from your school will bully you?	a	b	c	d

Part D. Your Feelings and Attitudes

The next few questions ask about **YOUR** feelings and how you get along in general. Please choose the answer that best describes how much you agree or disagree with each of the following statements.

	Strongly agree ▼	Agree ▼	Disagree ▼	Strongly disagree ▼
65. If I walked away from a fight, I'd be a coward ("chicken").....	a	b	c	d
66. Anyone who won't fight is going to be "picked on" even more.....	a	b	c	d
67. I don't need to fight because there are other ways to deal with being mad.....	a	b	c	d
68. It's OK to hit someone who hits you first.....	a	b	c	d
69. If a kid teases me or "disses" me, I usually cannot get them to stop unless I hit them.....	a	b	c	d
70. Sometimes you have to physically fight to get what you want.....	a	b	c	d
71. Some kids deserve to be picked on or bullied	a	b	c	d
72. It's OK to spread gossip about someone to get even with them.....	a	b	c	d

The next time you find yourself really angry at someone or about something, how likely is it that **YOU** would...

	Very likely ▼	Likely ▼	Unlikely ▼	Very unlikely ▼
73. Walk away or ignore the situation or person.....	a	b	c	d
74. Try to talk it out with the other person.....	a	b	c	d
75. Do something else to get your mind off of it	a	b	c	d
76. Laugh it off	a	b	c	d
77. Try to see the other person's point of view	a	b	c	d
78. Yell at the person.....	a	b	c	d
79. Break something.....	a	b	c	d
80. Hit or threaten to hurt the person.....	a	b	c	d
81. Try calming yourself down	a	b	c	d
82. Go talk with a friend	a	b	c	d
83. Apologize to the other person.....	a	b	c	d
84. Get help from a teacher or other adult.....	a	b	c	d

Attachment B
Teacher Survey

Teacher Survey

WHO IS CONDUCTING THIS SURVEY?

The U.S. Department of Education requests your participation in this survey. RTI International is conducting this survey for the Department of Education.

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to gather information about teachers' experiences concerning the learning environment in the classroom and school. The survey also asks about your perceptions of safety in and around the school and experiences with student misconduct. Your answers on this survey will help describe the school environment and climate. ***Please do not put your name on this survey.***

WHO SHOULD COMPLETE THIS SURVEY?

This survey should be completed by teachers in grades 6 to 8.

TO WHOM SHOULD YOU GIVE YOUR COMPLETED SURVEY?

The school contact will collect the completed surveys during the week of your school's student survey administration. Please put your completed survey in the accompanying envelope.

Thank you for completing this survey.

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During the PAST 30 DAYS at the school where you work, how often did YOU FEEL UNSAFE in any of the following areas?

	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
1. The entrance into the school.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Any hallways or stairs in the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Any part of the school cafeteria	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Any school restroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. In any classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. School parking lot, athletic fields, or other places outside school buildings.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

During the PAST 30 DAYS, how often did YOU WITNESS the following events at your school?

	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
7. A student threaten to hit, push, slap, or shove another student.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. A student actually hit, slap, shove, or push another student	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. A student threaten (but not actually injure) another student with a weapon such as a knife, gun, or club ...	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10. A student actually injure another student with a weapon such as a knife, gun, or club.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11. A student get angry and yell at another student	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12. A student throw something at another student to hurt him or her.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
13. A student pick a fight with another student	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
14. A student take, damage, or destroy on purpose something that belonged to another student.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
15. A student try to force another student to do something he or she didn't want to do	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
16. A student leave out another student on purpose from a group or activity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
17. A student tell lies, spread rumors, or say mean things about someone to other students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
18. A student call another student an insulting name or word	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
19. A student make fun of another student in front of him or her just to be mean	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
20. A student sexually harass another student	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
21. A student disrupt my class due to misbehavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

How often in the PAST SIX MONTHS have YOU been...?

	Never ▼	Once ▼	2 to 5 times ▼	More than 5 times ▼
22. Verbally abused by a student from your school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
23. Threatened with physical harm by a student from your school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
24. Physically attacked or injured by a student from your school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Think about what happened in your school during the PAST 30 DAYS, when you answer these questions.

In the PAST 30 DAYS, how often did you SEE OR HEAR A STUDENT:	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
25. Say or do something nice to another student	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
26. Say "thanks" or "you're welcome" to another student	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
27. Say or do something that made another student feel good	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
28. Invite another student to participate in a game, group conversation, or a class activity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
29. Say a compliment (praise, kind word) to another student	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
30. Offer to help another student	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
31. Share something with another student	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
32. Act friendly with another student.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
33. Show interest in another student's ideas or activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
34. Stop someone from getting in a fight	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
35. Protect someone from a "bully"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

The following questions are intended to indicate how often you use certain techniques and resources with aggressors (students who display aggressive behaviors) and victims or targets (students who are the recipients of that aggressive behavior). Please complete every item by choosing the response that most closely reflects YOUR USE of the intervention or approach.

	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
36. Model strategies for solving conflicts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
37. Create an "open door" policy for students who are the target of aggression	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
38. Include victimized or isolated children in group projects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
39. Use classroom routines that reduce the opportunity for acting out behaviors.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
40. Reward small improvements toward desired behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
41. Use a behavior plan that provides students choices and consequences for their choices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
42. Provide opportunities for students to confidentially report aggressive acts.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
43. Assist students victimized by aggressive peers in identifying skills and behaviors they may want to learn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
44. Address aggressive situations in the classroom immediately.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
45. Maintain calmness when faced with an aggressive or disruptive student.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
46. Confront students who make inappropriate comments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

	Never ▼	Almost never ▼	Sometimes ▼	Often ▼
47. Consult with school administrators for support	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
48. Use self-calming techniques during the school day	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
49. Model dignity and respect at school.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
50. Provide positive reinforcement for prosocial behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

The following is a list of statements that could describe a school. Think about your school when responding to the following statements.

	Strongly agree ▼	Agree ▼	Disagree ▼	Strongly disagree ▼
51. The school rules for student behavior are clearly defined.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
52. The school makes sure that students know the rules for student behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
53. The school rules emphasize reinforcing desired behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
54. The school rules emphasize consequences for undesired behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
55. When a school rule is broken, it is clear to the school staff what consequences should follow	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
56. The rules are consistently enforced at my school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
57. Teachers at my school punish students the same way for breaking the same rule no matter who they are	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
58. Teachers compliment or reward students when they follow the rules.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
59. Teachers at my school reward the students the same way for following the same rule no matter who they are	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
60. Teachers or other adults at the school try to prevent or stop bullying	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
61. Teachers treat students with respect	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
62. Teachers at my school know the procedure for reporting bullying and violence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

	Strongly agree ▼	Agree ▼	Disagree ▼	Strongly disagree ▼
63. My school periodically reviews school rules to determine if they need modification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
64. Administrators at my school are supportive of teachers in creating a safe school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
65. Teachers at my school receive adequate training in classroom management/discipline strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
66. Overall, my school is a positive environment for students and staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

This last set of questions asks about your background.

67. Are you:
- a. Male
 - b. Female
68. How long have you been teaching (at this school or any other school)?
- a. less than 5 years
 - b. 5 to 10 years
 - c. 11 to 20 years
 - d. more than 20 years
69. What is the highest level of education you completed?
- a. High school graduate
 - b. Some college, no degree
 - c. Associates or 2-year degree
 - d. Bachelor's or 4-year degree
 - e. Master's degree
 - f. Doctoral degree

Attachment C

Violence Prevention Coordinator Interview

Violence Prevention Coordinator Interview

I. OBJECTIVES

The main purpose of our interview with the Violence Prevention Coordinator is to gather information on school-wide policies and programs for violence prevention. Our objectives include:

- To gather detailed information regarding all of the school's violence prevention efforts, including curricula, whole school or policy-based programs, and environmental approaches (security cameras, etc.)
- To learn how well programs are being implemented, with what consistency, and to what extent, particularly in comparison schools
- In intervention schools only, to gather the coordinator's impressions of the teachers' response to RiPP and how well RiPP and *Best Behavior* work together

II. INTRODUCTION

We are interested in gathering information about your school's policies and programs for violence prevention. [In intervention schools only: We are also interested in getting your impressions on the implementation of RiPP and Best Behavior.] We are talking to one individual at each school who is most knowledgeable about all of the prevention programs and services at the school. We know you are very busy and we really appreciate your time and help.

We value the information you will share with us and want to make sure we capture all of it, as accurately as possible. We will both be taking notes and audiotaping this interview. If at any time you would like to tell us something in private, we will be happy to turn off the recorder. Information we collect will be summarized across all schools. We will not use your name or quote you, or identify your school. Is that all OK with you?

Before we begin, do you have any questions?

III. INTERVIEW TOPICS AND RELATED PROBES

I will begin by asking you to give me a broad overview of your school's violence prevention efforts. Then I'd like to talk in more detail about three areas:

1. Environmental strategies, such as the use of cameras or metal detectors
2. Policy-based or whole school strategies
3. Curricula

Along the way I'll ask about training that teachers and other staff may have received.

[In intervention schools]: I'll also ask about your perceptions of the Responding in Peaceful and Positive Ways and the Best Behavior programs.

A. Violence prevention efforts

- 1) First, let's talk about your school's general approach to preventing violence.
 - a. To begin, please tell us about your involvement with violence prevention efforts at this school. What is your role? How long have you worked in this role?
 - b. Is there a formal team or task force that advises the school on violence prevention and discipline?
 - i. If yes, who forms part of this group? Are they parents, teachers, school administrators, community members, police officers, school board members, others?
 - ii. If yes, how regularly does the group meet?
 - c. Are local law enforcement or police officers involved in your school's violence and safety initiatives?
 - i. If yes, in what ways?
 - ii. If yes, are they consulted for planning or programming?
 - d. What approaches, strategies or programs does your school use currently to prevent and reduce violence and bullying behavior? Please give me a broad overview of all the approaches used, then we will come back to these later to discuss them in more detail.
 - e. Are there plans to implement new programs or strategies for violence prevention this year or next year?
 - i. If yes, will particular grades be targeted or is the program for all students?
 - ii. If yes, will staff be trained to implement this approach? Which staff? How many? When?
 - f. Some schools evaluate their prevention efforts through student surveys, staff surveys, classroom observations and other methods. Has your school ever evaluated its violence prevention efforts? If so, what was done for the evaluation? How recently was this done? What are some of the overall findings that you've identified from these evaluations?
- 2) Now, let's talk about each of the current strategies and programs in more detail.

Interviewer: Use the appropriate probes for the areas mentioned by the respondent in 1c. Then, ask about any areas not mentioned specifically.

- a. Environmental approaches

Security cameras or metal detectors

You mentioned your school uses [device] for surveillance purposes.
[Does your school use [device] for surveillance purposes?]

- How long have these been in use?
- Are they used consistently, every day?
- Who monitors them?
- What are the monitors looking for?
- How are monitors trained?
- What are the consequences for violators?
- How well has this approach worked, in your opinion?

Monitoring by law enforcement officers, security guards, other staff

You mentioned your school uses [personnel] to monitor areas of the school.
[Does your school use [personnel] to monitor different areas of the school?]

- Which personnel are involved in monitoring activities?
- What areas of the school are regularly monitored and at what times of the day?
- If security guards or law enforcement staff are used, are they on school grounds on a regular basis?
- Is there controlled access to school buildings during the day?
- Are visitors required to sign in or check in?
- How do students or staff report problems to school authorities?
- In your opinion, has the monitoring been done consistently?

Other environmental approaches: use of uniforms or strict dress code, clear book bags or banned book bags, use of IDs by students and/or staff, random locker searches, restrict cell phone use by students

You mentioned your school uses [approach] as part of your efforts to maintain security and discipline.

[Does your school use [approaches] as part of the school's efforts to maintain security and discipline?]

- How strictly is this enforced?
- Who monitors this?
- What are the consequences for violators?
- What are the advantages of this approach?

CPTED (Crime Prevention Through Environmental Design)

- Has your school been through a CPTED assessment?
- Has anyone in your school received CPTED training? If yes, who? If yes, when?

b. Policy-based or whole school strategies

One of the violence prevention approaches you mentioned involved the school's discipline policies and procedures.

[Does your school use discipline policies and other whole-school strategies as part of the violence prevention efforts?]

- Do you currently implement a formal program for reviewing discipline policies and assessing student misconduct? If yes, what is the program? How long has it been in place? To what extent has this program been implemented?
- Does your school have written policies for students and staff?
- How is information about policies and procedures communicated to teachers? to students and parents?
- Does the school provide any training for staff in implementing the school's discipline policies?

- In general, how strictly would you say the school's discipline policies are enforced?
- Are school policies reviewed regularly? Who is involved in this review?
- What about rewards or incentives for positive or good behavior? Are these part of your discipline plan? [If yes], is this a school-wide policy or something left up to teachers to decide and implement?

c. Curricula

You mentioned your school was implementing a violence prevention curriculum this year.

[Is your school implementing any violence prevention curricula this year?]

- Which violence prevention curricula are being used actively [In intervention schools: ...other than RiPP or Best Behavior.]. ?
- Which of these involve teaching students in the classroom?
- Do you have other programs that involve students but not in the classroom, for example, conflict resolution, peer mediation, or student court programs?

For each curriculum, ask:

- In which grades and classes is this taught or for which groups of students is the program available?
- Who teaches or leads it?
- What kind of training is required for teachers or leaders?
- What proportion of the intended participants or recipients have actually participated or received delivery?
- How often are sessions held and for what duration?
- How much of the program would you say is being delivered? In other words, is the program being fully delivered or only partially delivered? [If partially delivered] In what sense is it partially delivered?
- How long has the school been using this program?
- What would you say are the benefits of using this program?
- What do you think are the challenges of using this program?

d. Other Programs or Strategies

Are there any other programs or strategies used at this school to prevent or reduce violence that we did not discuss?

For example, does your school have interventions for high risk students involving behavior modification, counseling, or case management?

- If yes, are services provided in school or outside of school?
- How are students referred for services?
- How many students are served?

Does your school implement a classroom management program to manage behavior?

- If yes, what is the name of the program?
- How many grades and classes are using this program?

- How long has the program been in use at this school?
- What training do teachers receive?

Does your school have a coordinated crisis intervention plan for emergencies?

- If yes, does your local law enforcement/fire/EMS have blueprints to your building?

Does your school offer school-based mental health services?

- If yes, are services provided in school or outside of school?
- How are students referred for services?

(Intervention schools only)

B. Perceptions of RiPP and Best Behavior Implementation

In the last part of this interview, I would like to talk with you about your impressions of the RiPP and Best Behavior programs and their implementation.

1. First, I would like to ask you about RiPP.
 - a. Overall, how well do you think implementation of the RiPP program has gone?
 - b. Have there been any major challenges or problems in implementing RiPP? How have these been addressed and by whom?
 - c. Are there any challenges that have not yet been resolved? What is being considered to address these challenges?
 - d. What has been the staff's response to the RiPP program so far? How comfortable do they seem to be with the curriculum and materials? Have there been any issues raised with teaching the curriculum?
 - e. How would you describe teacher commitment and support for RiPP?
 - f. How do you think implementation of RiPP could be improved?
2. Now, I would like to ask you about Best Behavior.
 - a. Overall, how well do you think implementation of Best Behavior has gone?
 - b. Has the school management team met with any challenges or problems in implementing Best Behavior? If so, how have these been addressed and by whom?
 - c. How supportive have staff been of the Best Behavior program?
 - d. What changes do you think should be made to improve implementation of the Best Behavior program through the school management team?
3. Do you believe the training and technical assistance provided to staff has been adequate for either of these programs? Is there additional assistance or support you think they need? If yes, what type of support or assistance?
4. To what extent do the RiPP and Best Behavior programs work together? Have there been any challenges in coordinating both? If so, how have these coordination challenges been addressed?
5. Have you received any feedback related to the RiPP and Best Behavior programs from students or parents?
6. Have you seen any benefits resulting from implementation of the RiPP and Best Behavior programs?

IV. Debriefing

I really appreciate the time you have given us today. Is there anything we have not talked about that you would like to mention?

Attachment D

Violence Prevention Staff Interview Guide

Violence Prevention Staff Interview Guide

I. OBJECTIVES

The main purpose of our interviews with the Violence Prevention staff is to gather information on the implementation of the RiPP program. Our objectives include:

- To briefly learn about the staff member's background and violence prevention roles
- To learn how staff in each school have implemented RiPP, including challenges faced and "lessons learned"
- To assess fidelity of implementation, and adaptations
- To gather staff impressions on training and technical assistance received
- To gather staff impressions on how well RiPP and *Best Behavior* have fit together, and with other programs

II. INTRODUCTION

We are interested in the implementation of the *Responding in Peaceful and Positive Ways*—or RiPP—program your school. We are talking to selected teachers from each grade level to better understand your experiences, both positive and negative. We know you are very busy and we really appreciate your time and help.

We value the information you will share with us and want to make sure we capture all of it, as accurately as possible. We will both be taking notes and audiotaping this interview. If at any time you would like to tell us something in private, we will be happy to turn off the recorder. Information we collect will be summarized across all schools. We will *not* use your name or quote you, or identify your school. Is that all OK with you?

Before we begin, do you have any questions?

III. INTERVIEW TOPICS AND RELATED PROBES

A. Background and role of respondent

Please tell me about your background, training, and experience.

1. How long have you been teaching? How long have you been teaching at this school?
2. What grade levels do you usually teach?
3. What role or roles do you play in your school's violence prevention efforts? How many different classes do you teach RiPP to? Are you involved in the School Management Team? Are you involved in violence prevention in this school in any other ways?
4. Prior to RiPP, had you ever implemented violence prevention programs or curricula? If yes, which programs? How many years? How often did you teach it during each year (hours/week, sessions/week)?
5. Prior to RiPP, had you received any training or other professional development related to violence prevention? If yes, what type of training? How many hours?

B. RiPP implementation experiences, challenges, and impressions

Please tell me about your experiences teaching RiPP, so far.

1. How long have you been delivering the RiPP program? How many sessions have you delivered, approximately? In what grade levels have you delivered RiPP?
2. How often do you teach the RiPP materials (# sessions/week)? How long does each session generally last (minutes/session)? Is this amount of time usually enough to cover all of the lesson or not enough?
3. About how many hours per week do you spend preparing for teaching RiPP in a typical week?
4. How comfortable are you in teaching the RiPP materials?
5. What is going well?
6. What are the major challenges that you face in teaching the RiPP material and working with the students?
7. How have you addressed those challenges? Are there any challenges that you have not been able to address?
8. What lessons have you learned from your work with RiPP so far?
9. Do you plan to do anything differently next semester?
10. Generally, how engaged have students been with the RiPP lessons?

11. Are there specific activities or topics that students have trouble with? How do you think the program could be improved to address the students' challenges?
12. In general, do you think the RiPP curriculum is appropriate for the students you are teaching? If not, what aspects should be changed, and how?
13. In general, have you found RiPP activities and tasks to be developmentally appropriate for the grade level(s) you teach?
14. Have you received any feedback related to RiPP from students or parents? Or from others?

Use in follow-up years only

15. Is this your first or [second] [third] time teaching RiPP? If [second] [third] time, did you teach the same or different grade level than the previous time? If a different grade, did you find the lessons and activities repetitive from one grade level to the other? What about students? Do you believe they found it repetitive from the previous years?

C. Fidelity and adaptation

1. What can you tell me about the RiPP **philosophy and objectives**? What would you say are the **critical elements**? Also, please tell me about any **challenges** you encountered in conveying those critical elements, and how you handled those challenges.
2. **How much** were you able to make use of the following RiPP approaches or techniques in delivering the RiPP sessions? For each one, please tell me if you never, sometimes, often, or always made use of the technique or approach.

	Never ▼	Sometimes ▼	Often ▼	Always ▼
a. Making RiPP real – tying it to students' daily life	a	b	c	d
b. Having students role play	a	b	c	d
c. Having students work in small groups	a	b	c	d
d. Emphasizing the importance of "self talk"	a	b	c	d
e. Using <i>Review</i> to begin sessions and <i>Closure</i> to end them	a	b	c	d

3. Also, please tell me about any **challenges** you encountered in using these approaches, and how you handled those challenges.
 - Making RiPP real – tying it to students' daily life
 - Having students role play
 - Having students work in small groups
 - Emphasizing the importance of "self talk"

- Using *Review* to begin sessions and *Closure* to end them
4. Did you encounter any **difficulties** in fitting all these elements into every lesson? How often did you leave out any of them? Which ones? What were some of the reasons for not including these elements?
 5. Have you covered the sessions in the recommended **order**? If not, how did you change the order and why? How do you think the change in order affected the delivery or effectiveness of the program?
 6. Did you change or adapt the **content** of the 16 RiPP lessons? Did you leave anything out or add anything? If so, why? What? How?
 7. Did you change or adapt **how you taught** the lessons? If so, why? What? How? Did you tend to teach the lessons in a didactic manner—that is, by means of lectures—or interactively, engaging students in discussions?
 8. Are there any particular **school or student characteristics**—such as race/ethnicity or special needs—that affected how you implemented or adapted RiPP? If so, please tell us about them.

D. Training and technical assistance

Now, I would like to ask you about the training and technical assistance you have received as part of the study.

1. How much training have you received on delivering RiPP?
2. Did the training adequately prepare you for the program? If not, what could have been improved?
3. What particular aspects of the training were the most useful? The least useful?
4. Have you received technical assistance in delivering RiPP? If so, on what? From whom? How often?
5. Was the TA useful? If not, what could have been improved?
6. What particular aspects of the TA were the most useful? The least useful?
7. How often have you interacted with the site monitor since you began teaching RiPP? Have you sought any TA from this person? How available was the site monitor when you needed TA?
8. Would additional training or support be helpful? What kinds might be helpful, and why?

E. RiPP, *Best Behavior*, and other programs

The last questions are about your school's other violence prevention efforts.

1. Are you aware of the school's involvement with implementing the Best Behavior program?
2. How have you been made aware of activities for this program (e.g., school-wide communications, in-service, banners)?
3. Have you been directly involved with any of the Best Behavior activities? How?
4. Have you received any in-service training for activities related to Best Behavior such as classroom management, school rules, or reward system?
5. To what extent do the RiPP and *Best Behavior* programs work together? Do they complement each other? Are there inconsistencies or conflicts? If there are inconsistencies or conflicts, do you have suggestions for addressing them?
6. How have they fit in with any other programs, especially violence prevention programs, that the school is using or has recently used? Do they complement the other programs? Are there inconsistencies or conflicts?

IV. DEBRIEFING

Thank you again for your time—the information you have provided is very helpful. Is there anything we have not talked about that you would like to mention? Is there anything about implementing RiPP in your school that we did not cover?

Attachment E
School Management Team Interview Guide

School Management Team Interview Guide

I. OBJECTIVES

The main purpose of our interviews with the School Management Team (SMT) is to gather information on the implementation of the *Best Behavior* whole-school approach to violence prevention. Our objectives include:

- To briefly learn about the SMT member's background and violence prevention roles
- To learn how staff in each school have implemented *Best Behavior*, including challenges faced and "lessons learned"
- To assess fidelity of implementation, and adaptations
- To gather staff impressions on training and technical assistance received
- To gather staff impressions on how well *Best Behavior* and RiPP have fit together, and with other programs

II. INTRODUCTION

We are interested in the implementation of the *Best Behavior* whole-school approach to violence prevention in your school. We are talking to members of the School Management Team to better understand your experiences, both positive and negative. We know you are very busy and we really appreciate your time and help.

We value the information you will share with us and want to make sure we capture all of it, as accurately as possible. We will both be taking notes and audio taping this interview. If at any time you would like to tell us something in private, we will be happy to turn off the recorder. Information we collect will be summarized across all schools. We will *not* use your name or quote you, or identify your school. Is that all OK with you?

Before we begin, do you have any questions?

III. INTERVIEW TOPICS AND RELATED PROBES

A. Background and role of respondent

First, I would like to ask you about your background, training, and experience.

1. What is your position in the school?
2. How long have you been working in schools? How long have you been at this school?
3. What role or roles do you play in your school's violence prevention efforts? Do you also teach the *Responding in Peaceful and Positive Ways* program? Are you involved in violence prevention in this school in any other ways?
4. Prior to joining the school management team and implementing *Best Behavior*, had you ever been involved in violence prevention programs or curricula?
5. Prior to *Best Behavior*, had you received any training or other professional development related to violence prevention?

B. *Best Behavior* implementation experiences, challenges, and impressions

Now, let's talk about your experience with implementing *Best Behavior*, so far.

1. How long have you personally been involved in implementing the *Best Behavior* program in your school?
2. Do you have a particular role or responsibility within the school management team?
3. How involved have you been with the school management team? Have you attended most meetings? About how many hours per week did you spend preparing for and attending school management team meetings and activities in a typical week?
4. How would you describe the main objectives of *Best Behavior*?
5. How comfortable are you with the *Best Behavior* approach?
6. What is going well?
7. What are the major challenges in implementing the *Best Behavior* program?
8. How has the Team addressed those challenges? Are there any challenges that you have not been able to address?
9. What lessons have you learned from your work with *Best Behavior* so far?
10. Do you plan to do anything differently next semester?
11. Are there specific activities or approaches that school staff members have trouble with? How do you think the program could be improved to address these challenges?
12. In general, do you think the *Best Behavior* approach is appropriate for your school? If not, what aspects should be changed, and how?
13. Have you seen any positive impacts of the program, whether intended or unanticipated?
14. Have you received any feedback related to *Best Behavior* from staff, students or parents? Or from others?

C. Fidelity and adaptation

1. Please describe the **administrative leadership** involved in implementing the *Best Behavior* program.
 - Who has been involved, and in what capacities?
 - Has their involvement been consistent and ongoing?
 - How often does the school management team meet?
2. Has the School Management Team worked at **clarifying and teaching behavioral expectations for student behaviors**?
 - In what ways?
 - Has the SCIDDLE rubric been introduced school-wide?
 - How was this done?
 - How is it reinforced?
 - How well has this worked?
3. How much use does the school make of **positive reinforcement and recognition for pro-social behaviors** in classrooms and school wide?
 - What are some of the ways in which this has been implemented in classrooms?
 - School-wide?

- What has worked well, or not so well, with this approach?
4. Has the Team systematically collected and **reviewed patterns of discipline referrals to guide decision making and planning**?
 - If so, did the review influence decision making and planning?
 - How?
 - How helpful was the guidance or recommendations provided by *Best Behavior*?
 - Any areas in which they were particularly helpful, or not helpful?
 5. Have teachers been provided **instruction on classroom organization and management techniques** in line with *Best Behavior* recommendations?
 - How many teachers received instruction?
 - What proportion of teachers is that, among all classroom teachers in the school?
 - Do you have any feedback on how helpful the instruction was, or whether there were any areas that were particularly helpful or not helpful?
 6. How does the school address **students who require additional individual support for behavior problems**?
 - How does the school assess student behavior problems?
 - Following assessment, does the school use individual behavior support plans?
 - Has the Best Behavior program played any role in developing individual support plans?
 - How helpful would you say the plans developed so far have been in addressing individual student behavior?
 7. Has the School Management Team reviewed the school's **discipline policies** to see how well-aligned they are with *Best Behavior* recommendations?
 - If so, did the review lead to any changes in policy?
 - Please describe any changes.
 - How helpful were the recommendations?
 - Any areas in which they were particularly helpful, or not helpful?

D. Training and technical assistance

Now I would like to ask about the training and technical assistance you have received on *Best Behavior*.

1. How much training have you received on implementing *Best Behavior*?
2. Did the training adequately prepare you to serve on the school management team and implement *Best Behavior*? If not, what could have been improved?
3. What particular aspects of the training were the most useful? The least useful?
4. Have you received technical assistance in implementing *Best Behavior*? If so, on what? From whom? How often?
5. Was the TA useful? If not, what could have been improved?

6. What particular aspects of the TA were the most useful? The least useful?
7. How often have you interacted with the site monitor since you began serving on the school management team? Have you sought any TA from this person? How available was the site monitor when you needed TA?
8. Would additional training or support be helpful? What kinds might be helpful, and why?

E. *Best Behavior*, RiPP, and other programs

1. How familiar are you with the RiPP program being taught in the classroom?
 - If familiar, to what extent do the *Best Behavior* and the RiPP programs work together?
 - Do they complement each other?
 - Are there inconsistencies or conflicts?
 - If there are inconsistencies or conflicts, do you have suggestions for addressing them?
2. In what ways has the school management team worked to reinforce RiPP concepts school-wide? In what ways has the *Best Behavior* program been used to support how the teachers implement the RiPP curriculum?
3. Do you think that together the programs have helped to reduce violence and foster better behavior?
4. How have they fit in with any other programs, especially violence prevention programs, that the school is using or has recently used?
 - Do they complement the other programs?
 - Are there inconsistencies or conflicts?

IV. DEBRIEFING

Thank you again for your time—the information you have provided is very helpful. Is there anything we have not talked about that you would like to mention? Is there anything about implementing the *Best Behavior* program in your school that we did not cover?

Attachment F
RiPP Implementation Records

RiPP Implementation Records—Grade 6

School: _____ Teacher: _____

Class (e.g., Health, Social Studies): _____ Period: _____

Date	*Session #	Number of Students in Attendance	Number of Students Assigned to Class	Impressions of the Session				Comments/Problems
				Please rate using the following:				
				1=Strongly disagree 2=Disagree		3=Agree 4=Strongly agree		
				On the whole, students were engaged in the session	I completed the session as designed	I found the session easy to deliver as designed	Students seemed to understand the material	
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							
	14							
	15							
	16							

*See session titles on the back of the page.

Sessions – Grade 6

Lesson 1: Getting Acquainted

Lesson 2: Impact

Lesson 3: Ground Rules/Intro

Lesson 4: Making RiPP Real

Lesson 5: Stop and Calm Down

Lesson 6: Identifying Your Feelings

Lesson 7: Identifying the Problem I

Lesson 8: Identifying the Problem II

Lesson 9: Look Back and Evaluate

Lesson 10: Deciding Among Your Options

Lesson 11: The Violence Web/Support

Lesson 12: Decide Option One: Avoid

Lesson 13: Decide Option Two: IGNORE

Lesson 14: Decide Option Three: When Diffuse

Lesson 15: Decide Option Three: How Diffuse

Lesson 16: Decide Option Four: RESOLVE

RiPP Implementation Records—Grade 7

School: _____ Teacher: _____

Class (e.g., Health, Social Studies): _____ Period: _____

Date	*Session #	Number of Students in Attendance	Number of Students Assigned to Class	Impressions of the Session				Comments/Problems
				Please rate using the following:				
				1=Strongly disagree 2=Disagree		3=Agree 4=Strongly agree		
				On the whole, students were engaged in the session	I completed the session as designed	I found the session easy to deliver as designed	Students seemed to understand the material	
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							
	14							
	15							
	16							

*See session titles on the back of the page.

Sessions – Grade 7

Lesson 1: Getting Acquainted

Lesson 2: Impact

Lesson 3: Ground Rules/Intro

Lesson 4: Making RiPP Real

Lesson 5: Stop and Calm Down

Lesson 6: Identifying Your Feelings

Lesson 7: Identifying the Problem I

Lesson 8: Identifying the Problem II

Lesson 9: Look Back and Evaluate

Lesson 10: Deciding Among Your Options

Lesson 11: The Violence Web/Support

Lesson 12: Decide Option One: Avoid

Lesson 13: Decide Option Two: IGNORE

Lesson 14: Decide Option Three: When Diffuse

Lesson 15: Decide Option Three: How Diffuse

Lesson 16: Decide Option Four: RESOLVE

RiPP Implementation Records—Grade 8

School: _____ Teacher: _____

Class (e.g., Health, Social Studies): _____ Period: _____

Date	*Session #	Number of Students in Attendance	Number of Students Assigned to Class	Impressions of the Session				Comments/Problems
				Please rate using the following:				
				1=Strongly disagree 2=Disagree		3=Agree 4=Strongly agree		
				On the whole, students were engaged in the session	I completed the session as designed	I found the session easy to deliver as designed	Students seemed to understand the material	
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							
	14							
	15							
	16							

*See session titles on the back of the page.

Sessions – Grade 8

Lesson 1: Getting Acquainted

Lesson 2: Impact

Lesson 3: Ground Rules/Intro

Lesson 4: Making RiPP Real

Lesson 5: Stop and Calm Down

Lesson 6: Identifying Your Feelings

Lesson 7: Identifying the Problem I

Lesson 8: Identifying the Problem II

Lesson 9: Look Back and Evaluate

Lesson 10: Deciding Among Your Options

Lesson 11: The Violence Web/Support

Lesson 12: Decide Option One: Avoid

Lesson 13: Decide Option Two: IGNORE

Lesson 14: Decide Option Three: When Diffuse

Lesson 15: Decide Option Three: How Diffuse

Lesson 16: Decide Option Four: RESOLVE

Appendix G

Classroom Observations

RiPP Classroom Observations

Instructions

- Preparation — Obtain information on the specific lesson to be observed and review the lesson plan. Become familiar with the goals and objectives for the lesson, specific activities and teaching techniques, and sequencing of the lesson elements.
- During the lesson – Have a copy of the lesson plan available for reference.
- Observe an entire lesson/class.
- Begin filling out this form during the lesson and complete it as soon as possible following the lesson.

District:	Today's Date: _____
School:	Start time: _____ a.m. p.m.
Teacher:	End time: _____ a.m. p.m.
Observer:	Lesson name/number:
Grade:	
Number of students in attendance:	

A. General Observations

1. Were there any special circumstances that interrupted instruction? (Mark all that apply.)

- Unexpected school activity that shortened class time (e.g., assembly) ☐
- Discipline issue that needed to be addressed during class ☐
- Conflict or event outside of classroom that needed to be addressed ☐
- Fire/tornado drill..... ☐
- Delayed opening/early closing..... ☐
- Other: ☐

2. Is a poster of SCIDDLE and RAID displayed in a visible location in the classroom?

☐ Yes ☐ No

1. Use of teaching techniques

Techniques outlined in lesson:

Techniques used by teacher:

a. Were the lesson's objectives met?

1 = Not at all well	4 = Moderately well	7 = Very well
The teacher fails to meet any of the lesson's objectives.	The teacher meets some but not all the lesson's objectives	The teacher clearly meets all of the lesson's objectives

1 = Not at all	4 = To some extent	7 = Completely
The teacher has none of the materials ready prior to the lesson	The teacher has some of the materials ready prior to the lesson	The teacher has all materials ready prior to the lesson

c. Was there evidence of planning?

1	2	3	4	5	6	7
None						A lot
1 = None			4 = Some		7 = A lot	
The teacher does not appear to have planned at all for the lesson			The teacher seems to have planned fairly well for the lesson		The teacher seems to have planned very well for the lesson	

d. To what extent did the teacher follow the instructions for the activities in this lesson?

- ☐ Not at all
- ☐ For 1 or 2 activities
- ☐ For most but not all
- ☐ Always

e. Were any of the activities altered? ☐ Yes ☐ No

If yes, how? _____

f. Did the sequence of instruction match the written curriculum?

- ☐ No – many steps were presented out of sequence
- ☐ Somewhat – a few steps were presented out of sequence
- ☐ Yes – all material was presented in the sequence as written

3. Student engagement

a. How interactive was the lesson?

- ☐ Not at all ☐ A little ☐ Some ☐ Very much

b. Were students engaged?

- ☐ Not at all ☐ A little ☐ Some ☐ Very much

c. Did the teacher allow students to express their opinions?

- ☐ Not at all ☐ A little ☐ Some ☐ Very much

d. Did the teacher carry out assignments with enthusiasm?

- ☐ Not at all ☐ A little ☐ Some ☐ Very much

e. Were there disruptions during class due to student behavior problems?

- ☐ Yes – numerous incidents
- ☐ Somewhat – 1 or 2 incidents
- ☐ No – no incidents

f. If there were disruptions due to student behavior problems, did the teacher manage these disruptions so as to minimize their impact on the class?

- ☐ No – student behaviors clearly disrupted the class
- ☐ Somewhat – the teacher managed disruptions to some extent
- ☐ Yes – the teacher was clearly able to manage behaviors

4. Quality of lesson delivery

a. Overall, did the teacher state the purpose and objectives clearly?

1	2	3	4	5	6	7
Not at all well						Very Well

1 = Not at all well	4 = Moderately well	7 = Very well
The teacher fails to convey the objectives, purpose, or key points of the lesson.	The teacher conveys the objectives.	The teacher states the objectives/purpose of the lesson.

b. Overall, how well did the teacher explain the concepts?

1	2	3	4	5	6	7
Not at all well						Very Well

1 = Not at all well	4 = Moderately well	7 = Very well
The teacher fails to explain key concepts for students who did not understand.	The teacher assists students who are having difficulty understanding the concepts.	The teacher checks students' understanding of key points and is able to clarify points for them.

5. Completeness of lesson delivery

Use the following Activity Checklists to indicate whether or not specific elements of the lesson were completed. For each activity, mark 'yes' if the element of the lesson was completed and 'no' if not completed.

Activity Checklist – Grade 6

	Yes	No		Yes	No
Lesson 1: Getting Acquainted			Lesson 10 – Deciding Among Your Options		
Introduction: Who Am I?	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
What is RiPP?	<input type="checkbox"/>	<input type="checkbox"/>	Looking at Goals	<input type="checkbox"/>	<input type="checkbox"/>
Names in Motion	<input type="checkbox"/>	<input type="checkbox"/>	Conflict and Goals	<input type="checkbox"/>	<input type="checkbox"/>
Welcoming Activity	<input type="checkbox"/>	<input type="checkbox"/>	Closure	<input type="checkbox"/>	<input type="checkbox"/>
Closure	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 11 – The Violence Web/Support		
Lesson 2: Impact			Review	<input type="checkbox"/>	<input type="checkbox"/>
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	The Many Names of Violence	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Impact of Violence	<input type="checkbox"/>	<input type="checkbox"/>	Violence Web or Alt Activity	<input type="checkbox"/>	<input type="checkbox"/>
Closure	<input type="checkbox"/>	<input type="checkbox"/>	Blocks to Violence	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 3: Ground Rules/Intro			The RiPP Web of Support	<input type="checkbox"/>	<input type="checkbox"/>
Games	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 12 – Decide Option One: Avoid		
Homicide	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Ground Rules	<input type="checkbox"/>	<input type="checkbox"/>	Introducing AVOID	<input type="checkbox"/>	<input type="checkbox"/>
Intro of SCIDDLE and RAID	<input type="checkbox"/>	<input type="checkbox"/>	How to Avoid with Dignity	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 4: Making RiPP Real			Developing a Personal Plan for Safety	<input type="checkbox"/>	<input type="checkbox"/>
Game	<input type="checkbox"/>	<input type="checkbox"/>	Closure	<input type="checkbox"/>	<input type="checkbox"/>
Conflict and Making RiPP Real	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 13 – Decide Option Two: IGNORE		
Making RiPP Real	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Steps in SCIDDLE/RAID	<input type="checkbox"/>	<input type="checkbox"/>	When to Use Ignore	<input type="checkbox"/>	<input type="checkbox"/>
Students generate "Real Life" Probs	<input type="checkbox"/>	<input type="checkbox"/>	How to Use Ignore	<input type="checkbox"/>	<input type="checkbox"/>
Review Questions	<input type="checkbox"/>	<input type="checkbox"/>	Self-Talk	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 5 – Stop and Calm Down			Demonstrating Self-Talk	<input type="checkbox"/>	<input type="checkbox"/>
Review	<input type="checkbox"/>	<input type="checkbox"/>	List of Positive Self-Talk Statements	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Physiology and Emotion	<input type="checkbox"/>	<input type="checkbox"/>	Journal Closure Activity	<input type="checkbox"/>	<input type="checkbox"/>
Identify How It Feels...	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 14: Decide Option Three: When Diffuse		
Breathing Techniques for Calming Down	<input type="checkbox"/>	<input type="checkbox"/>	Opening	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 6 – Identifying Your Feelings			What's Really Going ON?	<input type="checkbox"/>	<input type="checkbox"/>
Review and Self-Talk	<input type="checkbox"/>	<input type="checkbox"/>	Taking the Bait and Expecting the Worst	<input type="checkbox"/>	<input type="checkbox"/>
Role-Playing Emotions and Feelings	<input type="checkbox"/>	<input type="checkbox"/>	Staying on Center	<input type="checkbox"/>	<input type="checkbox"/>
Journal Closure Activity	<input type="checkbox"/>	<input type="checkbox"/>	Diffuse	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 7: Identifying the Problem I			Lesson 15: Decide Option Three: How Diffuse		
Review	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	Diffuse Options	<input type="checkbox"/>	<input type="checkbox"/>
What's the Problem (Small Groups)	<input type="checkbox"/>	<input type="checkbox"/>	Ways to Diffuse/Rumor	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 8: Identifying the Problem II			Closure	<input type="checkbox"/>	<input type="checkbox"/>
Review and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 16: Decide Option Four: RESOLVE		
Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Face to Face	<input type="checkbox"/>	<input type="checkbox"/>	Introduction to RESOLVE	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Review Questions	<input type="checkbox"/>	<input type="checkbox"/>	Rules for RESOLVE	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 9 – Look Back and Evaluate			Journal Closure Activity	<input type="checkbox"/>	<input type="checkbox"/>
Review	<input type="checkbox"/>	<input type="checkbox"/>			
Like It or Not Activity	<input type="checkbox"/>	<input type="checkbox"/>			
Consequence Activity	<input type="checkbox"/>	<input type="checkbox"/>			
Closure	<input type="checkbox"/>	<input type="checkbox"/>			

Activity Checklist – Grade 7

	Yes	No		Yes	No
Lesson 1: Getting Acquainted			Lesson 10 – Deciding Among Your Options		
Introduction: Who Am I?	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
What is RiPP?	<input type="checkbox"/>	<input type="checkbox"/>	Looking at Goals	<input type="checkbox"/>	<input type="checkbox"/>
Names in Motion	<input type="checkbox"/>	<input type="checkbox"/>	Conflict and Goals	<input type="checkbox"/>	<input type="checkbox"/>
Welcoming Activity	<input type="checkbox"/>	<input type="checkbox"/>	Closure	<input type="checkbox"/>	<input type="checkbox"/>
Closure	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 11 – The Violence Web/Support		
Lesson 2: Impact			Review	<input type="checkbox"/>	<input type="checkbox"/>
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	The Many Names of Violence	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Impact of Violence	<input type="checkbox"/>	<input type="checkbox"/>	Violence Web or Alt Activity	<input type="checkbox"/>	<input type="checkbox"/>
Closure	<input type="checkbox"/>	<input type="checkbox"/>	Blocks to Violence	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 3: Ground Rules/Intro			The RiPP Web of Support		
Games	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 12 – Decide Option One: Avoid		
Homicide	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Ground Rules	<input type="checkbox"/>	<input type="checkbox"/>	Introducing AVOID	<input type="checkbox"/>	<input type="checkbox"/>
Intro of SCIDDLE and RAID	<input type="checkbox"/>	<input type="checkbox"/>	How to Avoid with Dignity	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 4: Making RiPP Real			Developing a Personal Plan for Safety	<input type="checkbox"/>	<input type="checkbox"/>
Game	<input type="checkbox"/>	<input type="checkbox"/>	Closure	<input type="checkbox"/>	<input type="checkbox"/>
Conflict and Making RiPP Real	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 13 – Decide Option Two: IGNORE		
Making RiPP Real	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Steps in SCIDDLE/RAID	<input type="checkbox"/>	<input type="checkbox"/>	When to Use <u>Ignore</u>	<input type="checkbox"/>	<input type="checkbox"/>
Students generate “Real Life” Probs	<input type="checkbox"/>	<input type="checkbox"/>	How to Use <u>Ignore</u>	<input type="checkbox"/>	<input type="checkbox"/>
Review Questions	<input type="checkbox"/>	<input type="checkbox"/>	Self-Talk	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 5 – Stop and Calm Down			Demonstrating Self-Talk	<input type="checkbox"/>	<input type="checkbox"/>
Review	<input type="checkbox"/>	<input type="checkbox"/>	List of Positive Self-Talk Statements	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Physiology and Emotion	<input type="checkbox"/>	<input type="checkbox"/>	Journal Closure Activity	<input type="checkbox"/>	<input type="checkbox"/>
Identify How It Feels...	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 14: Decide Option Three: When Diffuse		
Breathing Techniques for Calming Down	<input type="checkbox"/>	<input type="checkbox"/>	Opening	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 6 – Identifying Your Feelings			What's Really Going ON?	<input type="checkbox"/>	<input type="checkbox"/>
Review and Self-Talk	<input type="checkbox"/>	<input type="checkbox"/>	Taking the Bait and Expecting the Worst	<input type="checkbox"/>	<input type="checkbox"/>
Role-Playing Emotions and Feelings	<input type="checkbox"/>	<input type="checkbox"/>	Staying on Center	<input type="checkbox"/>	<input type="checkbox"/>
Journal Closure Activity	<input type="checkbox"/>	<input type="checkbox"/>	Diffuse	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 7: Identifying the Problem I			Lesson 15: Decide Option Three: How Diffuse		
Review	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	Diffuse Options	<input type="checkbox"/>	<input type="checkbox"/>
What's the Problem (Small Groups)	<input type="checkbox"/>	<input type="checkbox"/>	Ways to Diffuse/Rumor	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 8: Identifying the Problem II			Closure	<input type="checkbox"/>	<input type="checkbox"/>
Review and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 16: Decide Option Four: RESOLVE		
Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Face to Face	<input type="checkbox"/>	<input type="checkbox"/>	Introduction to RESOLVE	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Review Questions	<input type="checkbox"/>	<input type="checkbox"/>	Rules for RESOLVE	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 9 – Look Back and Evaluate			Journal Closure Activity	<input type="checkbox"/>	<input type="checkbox"/>
Review	<input type="checkbox"/>	<input type="checkbox"/>			
Like It or Not Activity	<input type="checkbox"/>	<input type="checkbox"/>			
Consequence Activity	<input type="checkbox"/>	<input type="checkbox"/>			
Closure	<input type="checkbox"/>	<input type="checkbox"/>			

Activity Checklist – Grade 8

	Yes	No		Yes	No
Lesson 1: Getting Acquainted			Lesson 10 – Deciding Among Your Options		
Introduction: Who Am I?	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
What is RiPP?	<input type="checkbox"/>	<input type="checkbox"/>	Looking at Goals	<input type="checkbox"/>	<input type="checkbox"/>
Names in Motion	<input type="checkbox"/>	<input type="checkbox"/>	Conflict and Goals	<input type="checkbox"/>	<input type="checkbox"/>
Welcoming Activity	<input type="checkbox"/>	<input type="checkbox"/>	Closure	<input type="checkbox"/>	<input type="checkbox"/>
Closure	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 11 – The Violence Web/Support		
Lesson 2: Impact			Review	<input type="checkbox"/>	<input type="checkbox"/>
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	The Many Names of Violence	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Impact of Violence	<input type="checkbox"/>	<input type="checkbox"/>	Violence Web or Alt Activity	<input type="checkbox"/>	<input type="checkbox"/>
Closure	<input type="checkbox"/>	<input type="checkbox"/>	Blocks to Violence	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 3: Ground Rules/Intro			The RiPP Web of Support		
Games	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 12 – Decide Option One: Avoid		
Homicide	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Ground Rules	<input type="checkbox"/>	<input type="checkbox"/>	Introducing AVOID	<input type="checkbox"/>	<input type="checkbox"/>
Intro of SCIDDLE and RAID	<input type="checkbox"/>	<input type="checkbox"/>	How to Avoid with Dignity	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 4: Making RiPP Real			Developing a Personal Plan for Safety	<input type="checkbox"/>	<input type="checkbox"/>
Game	<input type="checkbox"/>	<input type="checkbox"/>	Closure	<input type="checkbox"/>	<input type="checkbox"/>
Conflict and Making RiPP Real	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 13 – Decide Option Two: IGNORE		
Making RiPP Real	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Steps in SCIDDLE/RAID	<input type="checkbox"/>	<input type="checkbox"/>	When to Use <u>Ignore</u>	<input type="checkbox"/>	<input type="checkbox"/>
Students generate “Real Life” Probs	<input type="checkbox"/>	<input type="checkbox"/>	How to Use <u>Ignore</u>	<input type="checkbox"/>	<input type="checkbox"/>
Review Questions	<input type="checkbox"/>	<input type="checkbox"/>	Self-Talk	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 5 – Stop and Calm Down			Demonstrating Self-Talk	<input type="checkbox"/>	<input type="checkbox"/>
Review	<input type="checkbox"/>	<input type="checkbox"/>	List of Positive Self-Talk Statements	<input type="checkbox"/>	<input type="checkbox"/>
Discussion: Physiology and Emotion	<input type="checkbox"/>	<input type="checkbox"/>	Journal Closure Activity	<input type="checkbox"/>	<input type="checkbox"/>
Identify How It Feels...	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 14: Decide Option Three: When Diffuse		
Breathing Techniques for Calming Down	<input type="checkbox"/>	<input type="checkbox"/>	Opening	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 6 – Identifying Your Feelings			What's Really Going ON?	<input type="checkbox"/>	<input type="checkbox"/>
Review and Self-Talk	<input type="checkbox"/>	<input type="checkbox"/>	Taking the Bait and Expecting the Worst	<input type="checkbox"/>	<input type="checkbox"/>
Role-Playing Emotions and Feelings	<input type="checkbox"/>	<input type="checkbox"/>	Staying on Center	<input type="checkbox"/>	<input type="checkbox"/>
Journal Closure Activity	<input type="checkbox"/>	<input type="checkbox"/>	Diffuse	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 7: Identifying the Problem I			Lesson 15: Decide Option Three: How Diffuse		
Review	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	Diffuse Options	<input type="checkbox"/>	<input type="checkbox"/>
What's the Problem (Small Groups)	<input type="checkbox"/>	<input type="checkbox"/>	Ways to Diffuse/Rumor	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 8: Identifying the Problem II			Closure	<input type="checkbox"/>	<input type="checkbox"/>
Review and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	Lesson 16: Decide Option Four: RESOLVE		
Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	Review	<input type="checkbox"/>	<input type="checkbox"/>
Face to Face	<input type="checkbox"/>	<input type="checkbox"/>	Introduction to RESOLVE	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Review Questions	<input type="checkbox"/>	<input type="checkbox"/>	Rules for RESOLVE	<input type="checkbox"/>	<input type="checkbox"/>
Lesson 9 – Look Back and Evaluate			Journal Closure Activity	<input type="checkbox"/>	<input type="checkbox"/>
Review	<input type="checkbox"/>	<input type="checkbox"/>			
Like It or Not Activity	<input type="checkbox"/>	<input type="checkbox"/>			
Consequence Activity	<input type="checkbox"/>	<input type="checkbox"/>			
Closure	<input type="checkbox"/>	<input type="checkbox"/>			

Attachment H

School Policy Violations and Disciplinary Actions

School Policy Violations and Disciplinary Actions

Form completed by: _____ Title: _____

Phone number (including area code): _____

School Information

School: _____

District: _____

Grades in your school: (please circle all that apply)

5 6 7 8 9

Data are for the 8 week period: _____ 20____ to _____ 20____
(beginning month) (year) (ending month) (year)

Total school enrollment as of October 1, 2006: _____

Students eligible for free and reduced-price lunch: #_____ or %_____

of students who were **tardy** on the most recent school day: _____

of students **with unexcused absences** on the most recent school day: _____

of students with **excused absences** on the most recent school day: _____

I. Policy Violations by Students

Column 1: # of violations committed by students

Provide the number of violations of each type that occurred on your school grounds, at school-sponsored events, or on school buses during the 2006-2007 school year. For each type of offense, indicate the number of violations (not the number of offenders). If multiple violations occurred in a single incident, count each separate violation. For example, if a student was using alcohol and committed sexual harassment, count one violation for use of alcohol and one violation for sexual harassment.

Columns 2-7: # of students committing the violations

Provide the number of students (offenders) committing each type of violation, by gender, grade and in total. For each type of violation, a student should be counted at most one time, regardless of the number of times he or she committed that type of violation.

Enter 0 (zero) if no incidents have occurred or DK if the information is unknown or not available.

Policy Violations	# of Violations Committed by Students	# of Students Committing the Violations					
		Total	Male	Female	Grade 6	Grade 7	Grade 8
Bullying							
Robbery							
Physical attack on another person							
Threat of physical attack on another person							
Theft							
Possession of a weapon							
Possession, distribution, or use of alcohol or illegal drugs							
Sexual harassment							
Vandalism							
Other (specify):							
Other (specify):							

Hate Crime and Gang-related Crime

Following the instructions above, report the number of violations and the number of students committing these violations for hate crimes and gang-related crimes. These violations may or may not include violations reported in the above table.

Policy Violations	# of Violations Committed by Students	# of Students Committing the Violations					
		Total	Male	Female	Grade 6	Grade 7	Grade 8
Hate crime							
Gang-related crime							
Other (specify):							

II. Disciplinary Actions Against Students

Please provide the number of detentions, in-school and out-of-school suspensions, expulsions from school, and transfers to specialized schools for students during the 8 week period indicated. If more than one student was disciplined for a given incident, please **count each student separately** when providing the number of disciplinary actions. If a student was disciplined more than once during this time period for different offenses, **count each of those disciplinary actions separately**. However, if a student was disciplined in several ways for the same offense (for example, the student was first suspended and then removed from school), count only the most severe disciplinary action that was taken for that offense.

Disciplinary Action	Number of Students Disciplined					
	Total	Male	Female	Grade 6	Grade 7	Grade 8
Detention						
In-School Suspensions						
Out-of-School Suspensions						
Expulsions						
Transferred (e.g., to Alternative School)						
Other (specify):						

Attachment I
Individual Student Records

Individual Student Records

School: _____ District: _____

Data for time period: _____ 20____ to _____ 20____
(beginning month) (year) (ending month) (year)

Student's ID #: _____ Grade: _____ Date of Birth: ____/____/____ Date of enrollment in school: ____/____/____

of unexcused absences: _____ # of excused absences: _____ # of days tardy: _____

Please complete the table below by indicating the number of times the student committed any of the Policy Violations listed. If a disciplinary action was taken but the violation is unknown or not clear, please enter information under "Unknown" policy violations. Also, please indicate the type and number of times a disciplinary action was taken or not taken for each violation. The total number of disciplinary actions should equal the number of violations committed.

Policy Violations	Number of Times Committed Violation in Targeted School Year	Disciplinary Action								
		No Disciplinary Action Taken	Detention	In-School Suspension	# of days	Out-of-School Suspension	# of days	Expulsion	Transferred (e.g., to Alternative School)	Other Disciplinary Action (Please Specify)
Vandalism										
Bullying										
Bias/hate incident										
Theft										
Physical attack on another person										
Threat of physical attack on another person										
Robbery										
Possession of a weapon										
Possession, distribution, or use of alcohol or illegal drugs										
Gang activity										
Sexual harassment										
Unknown										
Other (specify):										

Attachment J
List of Experts Consulted

List of Experts Consulted

Karl Bauman, Ph.D., Professor, Department of Health Behavior and Health Education, School of Public Health, The University of North Carolina at Chapel Hill

Robert Boruch, Ph.D., University Trustee Chair, Professor of Education and Professor of Statistics, University of Pennsylvania

Daniel Flannery, Ph.D., Professor of Justice Studies and the Director of the Institute for the Study and Prevention of Violence, Kent State University

Dennis Gorman, Ph.D., Associate Professor of Epidemiology and Biostatistics, The Texas A&M Health Services Center, Texas A&M University

Pamela Orpinas, Ph.D., Associate Professor, Department of Health Promotion and Behavior, College of Education, University of Georgia

William Shadish, Ph.D., Professor and Founding Faculty, School of Social Sciences, Humanities and Arts, University of California, Merced

Attachment K
Teacher Survey Assent Letter

Dear Teacher Survey Respondent:

Your school is participating in a national study of school-based violence prevention programs. This study is funded by the U.S. Department of Education. An important component of the study is an evaluation, conducted by RTI International, a research firm in North Carolina.

As part of this research study, we ask that you please complete the enclosed Teacher Survey. The survey asks questions about your perceptions of the level of disruptive behaviors in class, your experiences with victimization, and your feelings of safety in school. The survey should take approximately 30 minutes to complete.

Your responses are extremely important to the success of the evaluation. The information you provide will help RTI determine whether violence prevention programs have a beneficial impact on the lives of children and youth in school. Any information you provide will be kept confidential by RTI and other project research staff. School staff will not see your responses nor will they know if you have or have not agreed to participate.

Your participation in this research study is voluntary, and you have the right to refuse to answer any question on the survey. There are minimal risks to you for participating. If you feel sad or upset after completing the survey and want to talk to someone, you can contact your county mental health center or your Employee Assistance Program.

After you have completed the answer sheet, please insert it in the envelope provided, seal the envelope and return it to the field staff member at your school.

If you have any questions or concerns about the study, please call Dr. Suyapa Silvia (Project Director at RTI) at 1-800-334-8571, ext. 5851 (a toll-free number). If you have questions about your rights as a study participant, you may call the RTI Office of Research Protection at 1-866-214-2043 (a toll-free number).

Thank you very much for your cooperation in this important endeavor.

Sincerely,

Suyapa Silvia
Project Director

Enclosures: Teacher Survey, answer sheet

Attachment L
Parental Consent Form

Dear Parent,

Our school is taking part in a study of violence prevention programs in middle schools. The study is sponsored by the U.S. Department of Education and will be conducted by **RTI International**, a research firm in North Carolina. This consent form asks your permission for RTI International to do the following:

- Administer a survey to your child this year and in school years 2007-08 and 2008-09. Questions ask about school rules, attitudes about violence, feelings of safety and getting along with others. Other questions ask about violent or criminal behaviors. The survey also asks about your child's race, gender, birth date, and which family members the student lives with (but not their names). The survey will be given to your child in school and will take no more than one class period. Students will be told that the survey is voluntary. Students will also be told they can choose to skip any questions.
- Collect limited information from your child's school records on attendance, school policy violations, and disciplinary actions such as detention, suspensions, and expulsions. If your child does not take the survey, RTI will not collect information from your child's school records.

Any information collected about your child will be treated confidentially. The information that is identified with your child will be used only by RTI International for the study and will not be used for any other purpose. Parents, school personnel, family members, and other students will not have access to this information. Your name and your family's name will not be used in any reports about the program.

There is no compensation for your child's participation. Completing this survey will pose little risk to your child. There is a chance that your child may want to talk with someone after taking the survey. Students will get information about school staff they can talk to and a list of Hotline numbers they can call.

If your child moves to another middle school in the district after this year, a survey may be given to your child at the new school. It is important that your child be surveyed each year. However, parents may withdraw their consent at any time by contacting the school principal. No action will be taken against the school, you, or your child, if your child does not participate in the survey. Parents may review the survey in the Principal's office before the survey is administered and before signing this consent form. The survey will be available for review each year.

If you have any questions or concerns about your child's rights as a participant in the study, you may call RTI's Office of Research Protection at 1-866-214-2043 (a toll-free number). If you have questions about the survey, please contact the project director, Dr. Suyapa Silvia, at RTI—1-800-334-8571, extension 5851.

Please read the information below and check one box. A parent must sign and return this consent form no later than [DATE] so that your child may participate in this survey.

[PLEASE PRINT] Child's name: _____ Grade: _____

I have read this form and understand it.

- [] I GIVE PERMISSION for my child to take part in this survey and for my child's school records to be reviewed this school year and in 2007-08 and 2008-09.
- [] I DO NOT GIVE PERMISSION for my child to take part in this survey or for my child's records to be reviewed.

[PLEASE PRINT] Parent's name: _____ Date: _____

 Parent's signature: _____ Date: _____

 Phone number: _____